DOCUMENT RESUME

ED 384 018 CS 012 182

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TITLE Read*Write*Now! Play on Paper: A Funbook for Preparing To Read and Write.
INSTITUTION Department of Education, Washington, DC.
PUB DATE May 95
NOTE 23p.; For a related booklet, see CS 012 181.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Creative Activities; Early Childhood Education; Learning Activities; Reading Assignments; *Reading Improvement; *Reading Readiness; Writing Assignments
IDENTIFIERS Emergent Literacy; Reading Motivation

ABSTRACT

This "funbook" presents reading and writing activities to help children prepare for reading and writing. Activities introduce the alphabet, and assist children to print letters of the alphabet and engage in other readiness tasks. The margins of many of the pages present instructions for "reading partners." The booklet includes a removable alphabet that can be put where children can see it every day. It also includes a list of 10 steps reading partners can do to help children achieve reading readiness. (RS)

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READ WRITE NOW!

PLAY ON PAPER

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A FUNBOOK FOR PREPARING TO READ AND WRITE

My Name Is

x

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ACKNOWLEDGMENTS

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NOTE FOR THE READING PARTNER

This funbook is designed to help children prepare for reading and writing. As a reading partner you can engage the child in three types of activities:

Listening to stories.

Storytelling is a part of many families. Find in the library, bookstore, or from friends books that interest your child. Stories are wonderful, as are books about nature, people, legends and history. As you read to your child, run your finger below the print in the book. Talk together about the pictures. Show the word that names something of interest in a picture, such as "rocket" or "whale." Ask questions like "Why do you think this happened?" "What do you think will happen next?" "What would you do if..." and "If you met this person, what would you say to her/him?" As the child becomes more aware of words, introduce "old favorites" like "This is the House That Jack Built" and "Old MacDonald." The repetition of familiar words lets children read along.

Playing with sounds.

As often as possible, but for short periods, play sound games with your child. "I see something red (blue, green, etc.) in the room that rhymes with ___. What is it?" "I'll say a word and you say another word that rhymes." Say words that start with the same sound, for example, "big, ball, butter." Ask the child to continue a sequence you start. (This will be difficult at first, so be patient. Give many examples and lots of help.)

Working on paper.

Play on Paper is a funbook with activities for introducing the alphabet, printing, and other readiness tasks. Take out the alphabet in the center of this funbook and hang it where the child will see it every day. Name the letters from time to time, and as the child becomes interested, help him/her to copy and name them. Follow the activities in the booklet, checking the directions printed on each page. Talk about each page with the child before starting. Do one item first yourself, telling the child what you are doing as you do it. Use over and over words like "first," "next," "beginning," "middle," "end." Let the child take **Play on Paper** to school to show the teacher what has been learned.

CS012182

FOR THE READING PARTNER:

Fill in the spaces on the right, using words given to you by the child. Then ask the child to draw a picture of him/herself on the following page. Talk about the picture with the child.

All About Me!

My name is _____.

My birthday is _____.

The color of my hair is _____.

I like to eat _____.

I like to drink _____.

I have a friend called _____.

A Picture of Me

(Let your child draw his or her face here!)

FOR THE READING PARTNER:

As you read a book with the child, together fill in the information. Then ask the child why he or she liked each story and write this in the child's words.

My Favorite Stories

Title _____

Author _____

I like this story because _____

_____

_____

_____

Title _____

Author _____

I like this story because _____

_____

_____

_____

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My Favorite Stories

Title _____

Author _____

I like this story because _____

_____

_____

_____

Title _____

Author _____

I like this story because _____

_____

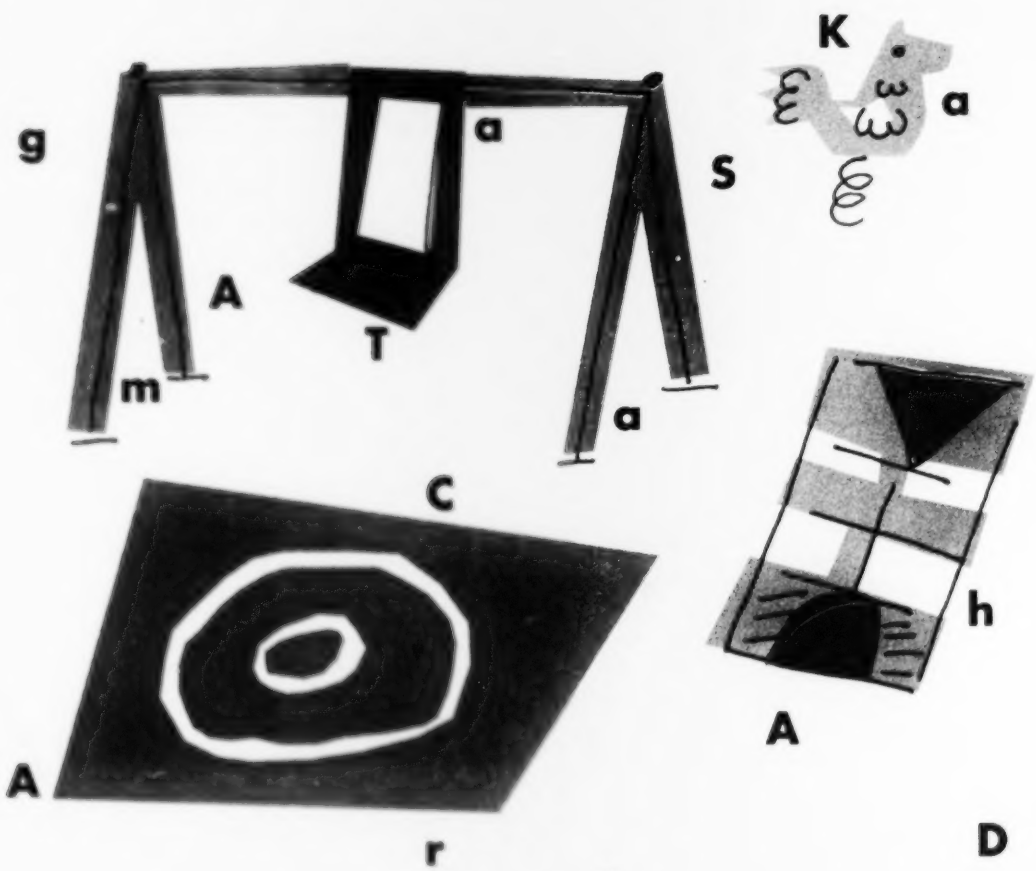
_____

_____

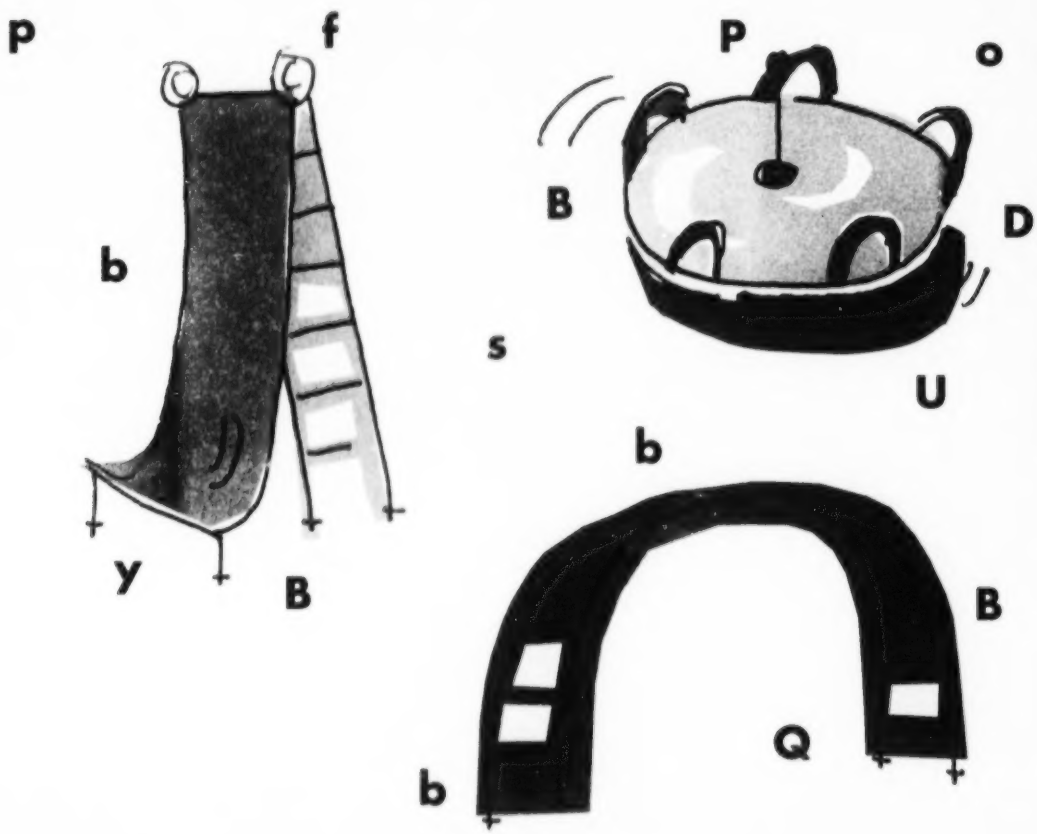
FOR THE READING PARTNER:

Name the letter on the right and discuss the difference between capital and small letters. Help the child find and circle the same letters on the page. Name all the pictures on the page with the child. Ask the child to find the letter in a book, magazine, or newspaper.

Aa



B b



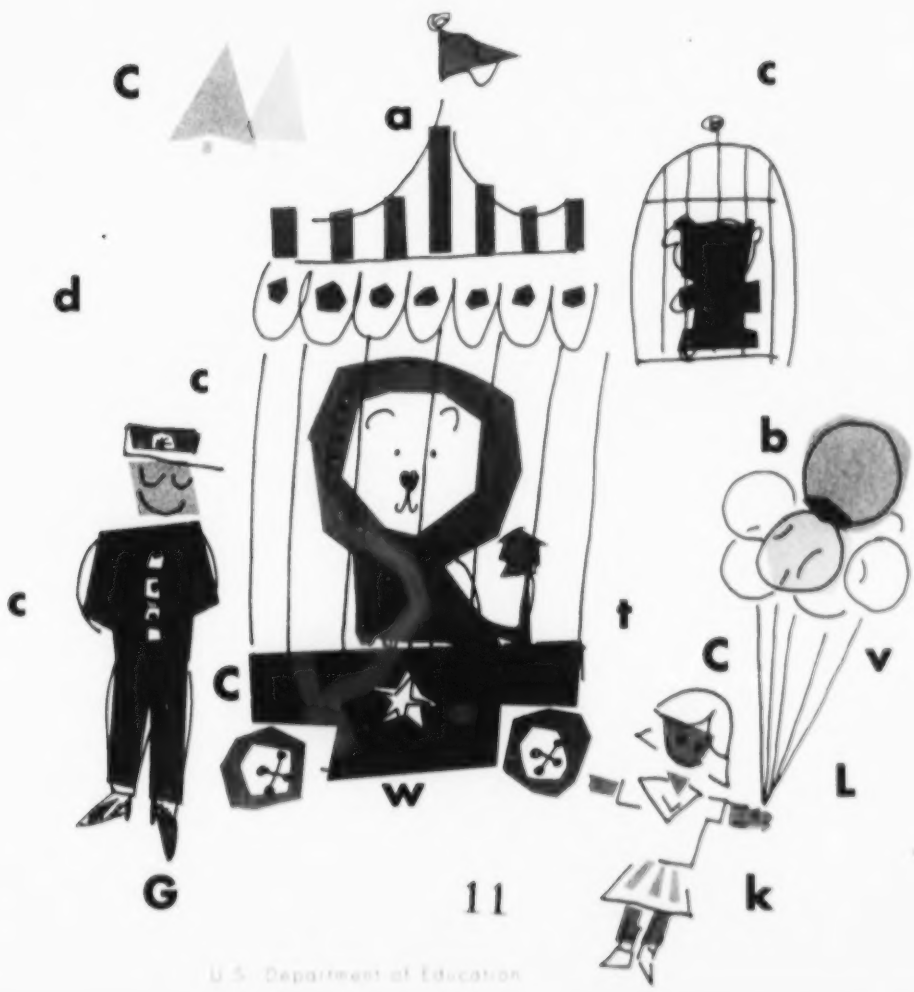
FOR THE READING PARTNER:

Name the letter on the left and discuss the difference between capital and small letters. Help the child find and circle the same letters on the page. Name all the pictures on the page with the child. Ask the child to find the letter in a book, magazine, or newspaper.

FOR THE READING PARTNER:

Name the letter on the right and discuss the difference between capital and small letters. Help the child find and circle the same letters on the page. Name all the pictures on the page with the child. Ask the child to find the letter in a book, magazine, or newspaper.

Cc



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THE READING ALPHABET

Please practice these letters with your young reader as often as possible!

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

BOOKS GIVE US WINGS
READ•WRITE•NOW!

Make a Picture with Letters

FOR THE READING PARTNER:

Ask the child to name any letters he or she knows. Have the child draw a picture with the letters. Talk about the picture and give it a title.

Title of My Picture _____

My Name _____

FOR THE READING PARTNER:

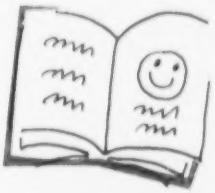
Recite for the child examples of rhymes that are not on this page. Then, for each line, name the picture on that line and have the child circle the two pictures that rhyme. Help the child, if needed.

Find a Rhyme

My Name _____

Hear the Sounds

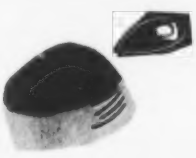
ball



book

mouse

key



pan

plate

shoe

car

My Name _____

FOR THE READING PARTNER:

In each row, help the child name the pictures. Say the first sound of each word clearly - ("buh" for "b"). Ask the child to circle each picture if both start with the same sound. If the two names do not start with the same sound, place an "X" over both pictures. Repeat this page several times if needed.

FOR THE READING PARTNER:

In each row, help the child name the pictures. Say the first sound of each word clearly ("buh" for "b"). Ask the child to circle each picture if both start with the same sound. If the two names do not start with the same sound, place an "X" over both pictures. Repeat this page several times if needed.

More Sounds

carrot

lettuce

turnip

tomato

celery

bean

potato

pea

My Name _____

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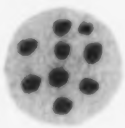
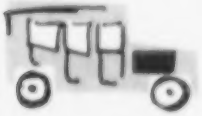
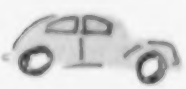
Numbers

0 1 2 3 4 5 6 7 8 9







My Name _____

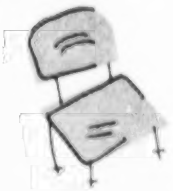
FOR THE READING PARTNER:

Say the numbers 1 through 9 over and over with the child until the child can name them. Then have the child count the pictures in each row. Print the number on the lines. Play with the pictures by adding and taking away ("If I add one more clown, how many will I have?")

FOR THE READING PARTNER:

As school time gets close, talk with the child about what happens in school. Fill in the page with the child's words on what he or she wants to learn. You may need to coach the child.

What I Want to Learn in School



1. _____

_____.

2. _____

_____.

3. _____

_____.

4. _____

_____.

My Name _____

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FOR THE READING PARTNER:

Ten More Steps to Reading Readiness

1. Teach the alphabet song. Point out and name letters on street and store signs and in books and magazines.

2. Emphasize the first sounds of words: "m-m-map." Do the same for the last sounds: "spoon-n-n." Ask the child to repeat these after you. Be patient. This may be hard at first.

3. Ask the child to make up a story about a favorite character. Summarize the child's story aloud, pointing out the **beginning**, the **middle**, and the **end**.

4. Help the child to identify and name pictures in magazines and books. Ask questions about objects and animals. "What is this used for?" "Where does this animal live?" "What does it eat?"

5. Help the child to print his or her name. Cut out the letters of the name, draw a line at the bottom of each cutout so the child knows which end is up, and then help the child to place the letters in the right order to spell the name.

6. Practice counting with the child from 1 to 20 (and beyond if the child is ready and interested). Help the child to write the numbers.

7. Read a story aloud and then ask the child to draw a picture about it. Listen patiently as the child explains what is happening in the picture. Ask questions about the picture.

8. Emphasize words that specify locations. Ask the child questions such as "What's above/below/beside/under the chair?"

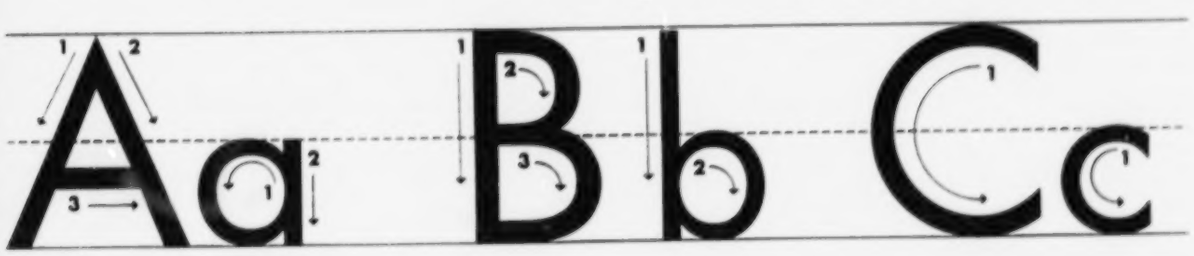
9. Point out and have the child draw shapes (square, circle, triangle), sizes (big, bigger, biggest, small, smaller, smallest, etc.), and use colors.

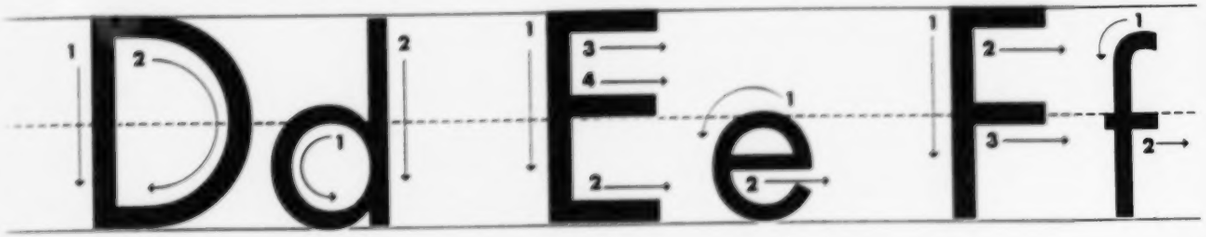
10. Praise the child frequently for drawing, printing, looking at picture books, naming pictures, and asking questions about the world around him or her.

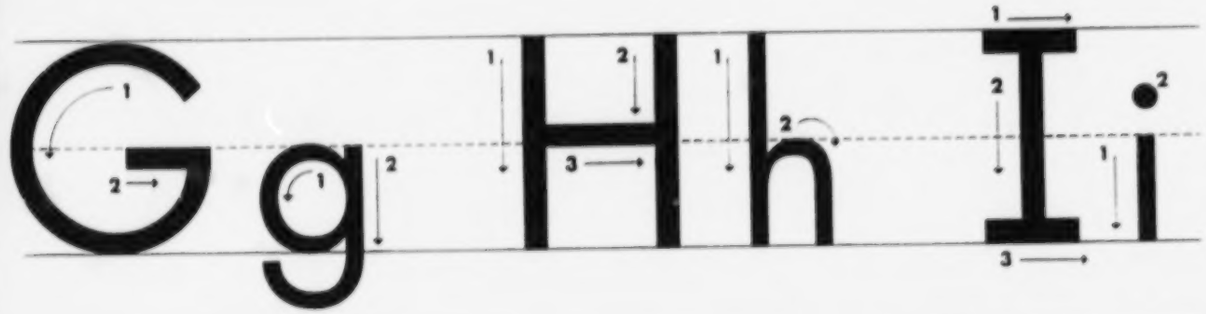
• U.S. G.P.O.:1995-185/3955 ITEM # 3

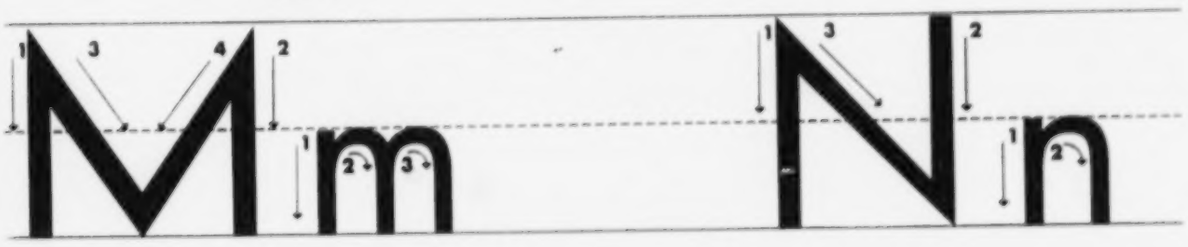
THE WRITING ALPHABET

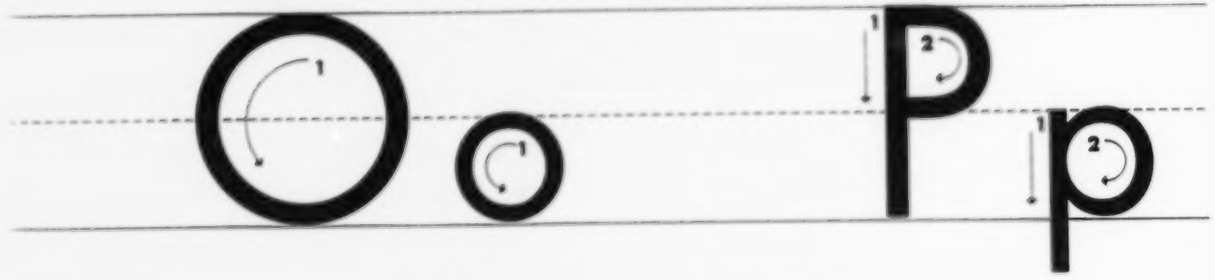
Please practice writing these letters with your young reader as often as possible!

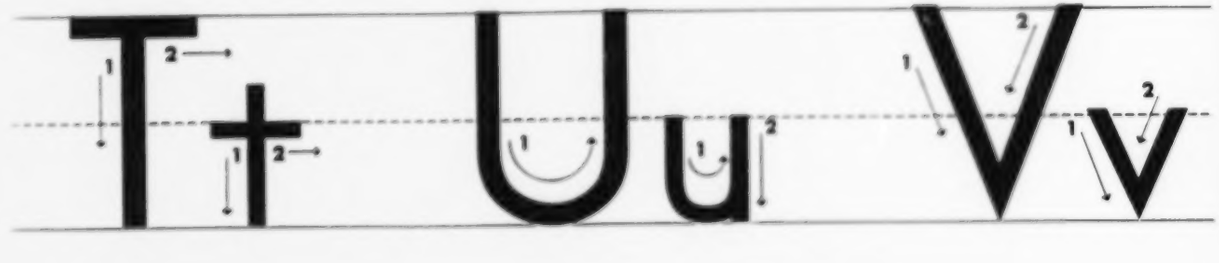


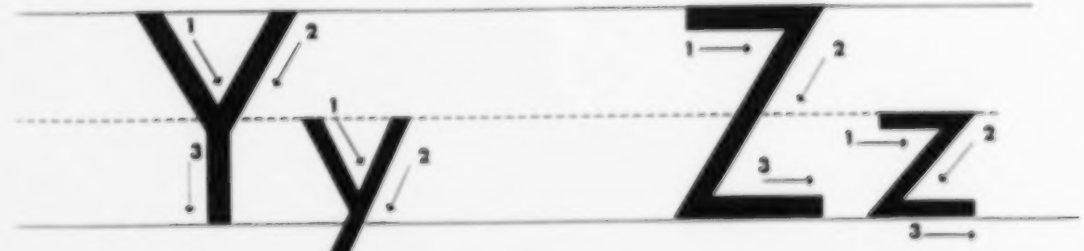












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